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R4800-2

FAITH
Lay teachers now outnumber brothers and nuns in Roman Catholic high schools and they are "less religious" than their counterparts 20 years ago and less willing to impart religious values to their students, according to a new study.

See Page 8.

WORTH
Arguing that it is an "unsound and misplaced concept . . . and would result in a state-controlled economy," the U.S. Commission on Civil Rights has rejected comparable worth as a way to close the wage gap between the sexes.

See Page 11.

CHOICE
After his public-school voucher proposal was rejected by a legislative committee, the governor of Minnesota blamed teachers' unions for their opposition, renounced their political endorsement, and vowed to keep working for the plan.

See Page 8.

EDUCATION WEEK

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Minorities and College: 'A Time Bomb'

Hard-Won Enrollment Gains Are Quietly Deteriorating

This article was reported by Staff Writers Sheppard Ranbom and J. R. Sirkin, and Associate Editor M. Sandra Reeves. It was written by Ms. Reeves.

One California higher-education official calls it "sitting on a time bomb." A University of Chicago professor says its implications for the future are "frightening." And the country's largest association of colleges and universities believes it may portend "a crisis . . . devastating to the country's continued prosperity and well-being."

"It" is the little-publicized fact that, at a time when economic experts are predicting a future job market built on higher-order skills and advanced training, declining proportions of black and Hispanic youths—the

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TOMMY LEONARDI/THE DAILY PENNSYLVANIAN

To protest racial slurs and declining black enrollments, black students occupied the president's office at the University of Pennsylvania recently.

Campus Tensions Flare Up Amid Charges of Racism

By Sheppard Ranbom and J.R. Sirkin

A group of more than 50 black students at the University of Pennsylvania in February occupied the office of the university president to protest "racial harassment" by other students and what they said were racist remarks by a faculty member.

The tactic, an echo of an earlier era of black activism on campus, reflects a resurgence of black-white tension that is not unique to Penn, college officials and others say, and could lead to trouble at other institutions.

The Penn students demanded mandatory racism-awareness seminars for faculty and students and expressed concern about the

Continued on Page 12

Memphis Schools Could Lose Millions In Firm's Failure

By J. R. Sirkin

The collapse last month of a Florida securities firm, which triggered the banking crisis in Ohio, could cost one of the nation's largest school systems as much as $8 million.

The Memphis school district, as part of an aggressive investment policy it began some four years ago, had four short-term investments of $2 million each in pension funds in E.S.M. Government Securities Inc., of Fort Lauderdale, on the day it was closed by a court order, Ray Holt, the district's deputy superintendent, confirmed last week.

According to Mr. Holt, the district has a current operating budget of more than $250 million and reserve accounts of about $8 million. "Obviously, this would be going against our reserves," he said. "We're not going to have to close school early or not meet the payroll, but it will have a long-term financial impact."

Mr. Holt also said he was optimistic that the district would recover some of its losses. Pending bankruptcy proceedings, the district is re-evaluating its investment program, to see if it should be "more conservative," he added.

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NCATE Urges Tough New Standards for Education Schools

By Cindy Currence

WASHINGTON—Colleges of education will be required to adopt strict admissions and exit standards for prospective teachers in order to comply with a new policy statement that is headed for adoption by the dominant national accrediting organization for education schools.

Under the final version of a policy statement NCATE officials have been working on since last October, students who enter programs accredited by the National Council for Accreditation of Teacher Education will be required to have a 2.5 college grade-point average and to take a standardized basic-skills test.

First Concrete Standards

In addition to the admissions standards, NCATE's new policy, or "redesign," will require accredited teacher-training programs to ensure the competence of prospective teachers prior to graduation by using various methods of evaluation; to follow their students through at least one year of post-graduate teaching; and to provide quantitative indicators of the quality of the instruction students receive.

Although the group stopped short of requiring colleges to meet a minimum funding formula, as some members of the organization suggested last fall, this policy statement represents the first time in the 31-year history of NCATE that members of the group have agreed to set such "concrete" standards, according to Richard Kunkel, executive director of the organization.

"This is going to have a direct impact on improving the quality of teachers," he said.

The voting body of NCATE, which includes members of 10 organizations representing state departments of education, institutions of teacher education, the teaching profession, and state accrediting agencies, is scheduled to vote on the new policy in June and is expected to pass the redesign "in one motion," according to Mr. Kunkel.

"It's a heavily consensual document," he said.

Following the vote, the redesign will be instituted for a 21-month trial period that

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Parents Allegedly 'Stole' Educational Services

By Sheppard Ranbom

Three residents of Hartford, Conn., have been arrested on felony charges for sending their children to school in a nearby suburb across district lines—in effect "stealing an education," authorities allege.

The arrests were made following routine investigations by local police at the request of the suburban Bloomfield school board to determine whether some students should be "disenrolled" because they did not meet local residency requirements. But the investigation turned up enough evidence to press charges against parents for first-degree larceny, officials said.

Under Connecticut law, defrauding a municipality of more than $2,000 in services is a felony more serious than stealing $4,000 from a store, according to Bloomfield's police chief, Philip R. Lincoln. The Hartford residents were essentially charged with stealing $4,001 worth of services—the average per-pupil cost in Bloomfield—from the Bloomfield school board by sending their children to school in that suburb, he said.

"The allegation is that they falsified their place of residence or the children's place of residence" in order to have the children attend school in Bloomfield, according to the police chief.

It is the first time that larceny charges in Connecticut have been filed in such a situation, according to local police and state education officials. The felony charges carry a maximum of up to a 20-year prison sen-

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IN SUMMARY

Back on the Front Burner
A slimmed-down school-reform bill, replacing one that failed a few months ago, is now being moving through the Massachusetts legislature with the governor's support. Story on Page 6.

Salaries Rising
The annual average salary of teachers rose by about 7.3 percent this year to $23,546, according to the National Education Association, and the number of teachers declined slightly. Story on Page 6.

A 'Most Pressing Issue'
Two governors have called for public-private partnerships to provide day-care programs for the children of employees and the expansion of services in public schools. Story on Page 8.

Legislative Report
The Arkansas, Maryland, Mississippi, and North Dakota legislatures have adjourned after enacting school-reform initiatives and some spending increases. Story on Page 9.

A Problem Unsolved
A federal appeals court has upheld a lower court's decision to reopen a 13-year-old school-desegregation lawsuit against the Prince George's County, Md., school district. Story on Page 9.

A Need for Expertise
A General Accounting Office study has concluded that school districts need more guidance from federal and state governments to help them remove asbestos from their schools. Story on Page 10.

Choosing Choice
Secretary of Education William J. Bennett pressed the case for tuition tax credits and vouchers in a speech to Catholic Educators last week, and has named a staff member to pursue the issue. Story on Page 10.

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THE WEEK

FEDERAL

Reagan Seeks Plan For Partnership To Protect Children

President Reagan has issued a call for the development of a new child-protection partnership between the federal government and the private sector.

The Presidential initiative, to be announced by the end of April, would involve the Justice Department, the Education Department, and the Department of Health and Human Services, as well as schools, law-enforcement agencies, and social-service groups.

In a meeting early this month with representatives from these groups, the President said he would ask Attorney General Edwin Meese 3rd to design a "plan of action" to coordinate activities within the federal government and with the private sector on such issues as missing children, child abuse and neglect, crime prevention, and general child safety, according to Katy Boyle, special assistant to Assistant Attorney General Lois Harrington.

Among those attending the April 3 meeting were representatives from the National Association of Elementary School Principals, the National Association of Secondary School Principals, the Education Department, and the National Center for Missing and Exploited Children. Also attending were representatives from the Attorney General's Missing Children's Advisory Board, the Federal Bureau of Investigation, and the National Sheriffs' Association.

E.D. Lawyers Win Suit, Promotions

A federal judge has ruled that the Education Department illegally denied promotions to two of its civil-rights lawyers who refused to submit to a full background check.

Judge Louis F. Oberdorfer of the U. S. District Court for the District of Columbia ordered the two lawyers in the office for civil rights—Kathleen Flake and William A. Delaney—to be promoted to senior trial attorneys, "retroactive in every respect," including back pay, to August 1984.

The O.C.R. lawyers filed suit last November, claiming that an in-depth background check would have been an "unwarranted invasion of privacy and a violation of equal-protection principles," since other senior trial attorneys did not have to undergo the clearances. *(See Education Week, Dec. 12, 1984.)*

Judge Oberdorfer said the lawyers' positions do not relate to national security and thus do not require an extensive background check. He also rejected the department's claim that the lawyers' suit was "moot" because they had been promoted retroactive to last October. "It appears that but for the challenged security investigation requirement, the plaintiffs' applications were complete and they would have been promoted in August, two months before the Oct. 22 retroactive date determined by the [department]," the judge wrote.

Chavez Named to White House Post

Linda Chavez, staff director of the U. S. Commission on Civil Rights, was appointed last week to the position of White House director of public liaison.

Ms. Chavez was an aide to Albert Shanker, the president of the American Federation of Teachers, and a Congressional staff member before President Reagan picked her for the post at the civil-rights commission in August 1983.

Her appointment will not require Senate confirmation before she assumes her new duties, in which she will coordinate White House outreach activities. Ms. Chavez, one of the highest-ranking Hispanics in the Administration, is replacing Faith Ryan Whittlesey, who will become the ambassador to Switzerland.

Ms. Chavez's public comments and management style at the civil-rights commission provoked strong criticism from those who claim that she politicized the historically independent panel's work. She vigorously denied those charges. *(See Education Week, March 6, 1984.)*

A registered Democrat, Ms. Chavez said she would switch her party affiliation to the G.O.P.

Senators Propose National Panel To Study Illiteracy

Twenty senators have called for the establishment of a national panel—to include members from education, industry, the military, and the government—to study the causes of illiteracy in America.

"Illiteracy is consuming more and more of our tax dollars for remedial courses in schools, colleges, government agencies, and even the Armed Forces," said Senator Edward Zorinsky, Democrat of Nebraska, who introduced the measure, S 102, on April 3 and similar legislation last year.

He cited the U. S. Army, which last year spent more than $14 million "to bring its recruits up to the 9th-grade level in reading—and 90 percent of them were high-school graduates."

The proposed "National Commission on Illiteracy" would have 16 members, eight appointed by the President, eight by the Congress. Senator Zorinsky explained that the federal panel is necessary to examine illiteracy because the states have failed "to take action themselves."

Authorized to spend $1 million next year, the panel would identify causes and recommend solutions to the illiteracy problem, but would not create federal policy, Senator Zorinsky said.

STATES

Grant Program for Teachers Outlined By N.J. School Chief

Saul Cooperman, commissioner of education in New Jersey, this month provided the state board of education with details of a new program that would provide grants of up to $15,000 to teachers who develop effective teaching methods.

The New Jersey Governor's Teacher Grant Program, currently under consideration in the legislature, would cost about $500,000, according to state officials.

It would offer grants to individual teachers or groups of teachers in both public and private schools who develop and implement classroom practices "demonstrated as effective in enhancing student learning." The state would then assist in promoting the effective methods in schools throughout the state, Mr. Cooperman told the board.

The commissioner also said special consideration would be given to projects in reading, writing, science, student discipline, and the use of technology in the classroom.

Saul Cooperman

"These awards are an acknowledgement of professional competence and an opportunity for teachers to see that their individual efforts benefit students all over New Jersey," Mr. Cooperman said.

Washington Districts Again Sue State Over Financing

Five Washington school districts are suing the state, claiming that a legislatively imposed cap on state

Declining Proportion of Blacks, Hispanics Pursuing College Degrees

Continued from Page 1

two burgeoning sectors of the nation's youth population—are going on to college.

After more than a decade of effort to increase the proportion of minority populations enrolling in colleges and universities, the nation's attention has turned elsewhere—and the rate of college-going for blacks and Hispanics has slowly and quietly begun to sink.

Interviews with school and college officials across the nation paint a curious picture of this phenomenon.

Concern, particularly among minority educators, is widespread. But so far has the problem slipped on the national agenda that no current, comprehensive data are available to fully document its dimensions.

The federal government now consciously gives low priority to its statistics-gathering role, and both college and public-school officials in many instances report that they no longer track college-enrollment data by race or ethnicity. *(See accompanying story on page 13.)*

The recent annual meeting of the American Educational Research Association held in Chicago included a session on the current deficiencies in research assessing academic achievement among minority students.

There, Rafael Magallan, director of the Hispanic Higher Education Committee, charged that the problem of low college-admissions and high dropout rates among Hispanics has not been adequately addressed in part because statistical information on Hispanic students is practically nonexistent.

Even Howard University, a leading black private institution that has been a source of data on minorities, announced plans this month to close its Institute for the Study of Education Policy, which was established in 1974 to assess the status of blacks in higher education and to monitor the effect of laws on their progress. The school cited budgetary reasons for the move.

Leonard Haynes 3rd, vice president of Louisiana's predominantly black Southern University System and formerly director of the National Association of State Universities and Land-Grant Colleges' office for the advancement of public black colleges, said a combination of developments has sent "a false message" from Washington that is discouraging minority students and lulling the nation's higher-education community into complacency.

That message, he said, is that "somehow or another affirmative action is no longer necessary, that blacks and other minorities have achieved parity and equity and that there is now a fair chance for everybody to go where—and as far as—they want to go."

He specifically cited as negative developments recent court decisions eroding the concept of affirmative action, efforts to reduce domestic spending, including student financial aid, and shifts in long-standing federal positions on civil rights.

The Demographic Picture

Together with the findings of several recent analyses of the problem by education groups, the available data suggest that—in the words of the College Board's new report on blacks' academic progress—recent social, economic, and policy trends "threaten to wipe out" the dramatic gains made by minority groups since the mid-1960's in educational opportunity and attainment.

- Black college-going rates as a proportion of the 18-to-24-year-old population of blacks peaked in 1975 at 32 percent, leveled off, and then began dropping—to 27.8 by 1980 and to 27 percent in 1983.

But U. S. Census figures show that between 1980 and 1983, while the population of 18-to-24-year-old whites was dropping by .5 percent, the 18-to-24-year-old black population grew by 5.5 percent.

The proportion of whites going on to college, meanwhile, has remained fairly constant at around 32 percent since 1970—even as the cohort's total numbers declined after 1979.

- The college-going rate for blacks is dropping despite the fact that their dropout rate at the high-school level has dropped substantially over the last 15 years.
- According to the study, "Student Aid and Minority Enrollment in Higher Education," released earlier this year by the American Association of State Colleges and Univer-

ANN CHIN/THE PLAIN DEALER

Members of the Black Student League at the University of Pennsylvania gathered in February to protest "racial harrassment" by students and a professor's "racist remarks."

Tensions Over Race Relations Resurfacing on College Campuses

Continued from Page 1

small number of black faculty members on the campus. Only 30 of the institution's some 2,000 professors are black and only 16 of those have tenure, according to university officials.

On other campuses, admissions officers concur that black students are concerned about dwindling black enrollments, the small number of black faculty members, and what they perceive to be vestiges of racism within the campus community. Black student leaders at several elite institutions that a decade ago were vocal in their commitment to seeking out minority students and faculty have held meetings with campus administrators in recent months to ask whether that commitment has slipped.

What they are being told, some college officials acknowledge, is that times have changed.

"These college campuses are not what they were in the late 60's or early 70's," according to David L. Evans, senior admissions officer at Harvard University.

Harvard still makes an effort to recruit black students and develop support programs for them once they arrive on campus, Mr. Evans said. But "maybe 2 percent" of the arts and sciences faculty is now black, he said, while it was twice that 10 to 12 years ago.

"It's difficult to get colleges to do what they used to do, and some never did as much as they should have," said Nelson Armstrong, associate director of admissions at the Massachusetts Institute of Technology and former co-chairman of the Association of Black Admissions and Financial Aid Officers at Ivy League and Sister Schools. "More than anything else, you have a group that is feeling more disenfranchised than 10 years ago."

Differing Views on Climate

John S. Epps, executive director of Omega Psi Phi, one of the largest of the predominantly black college fraternities, says that although more work needs to be done to increase the involvement of black students in activities outside the classroom, they have been largely integrated into the mainstream of academic life.

But Barry Beckham, professor of English at Brown University and the editor of *The Black Students' Guide to Colleges*, argues that only about 150 of the 3,300 institutions of higher learning nationwide are successful in providing a supportive environment for minority students.

These institutions include traditionally black colleges (which enroll about 20 percent of all blacks who attend colleges and universities), some well-known predominantly white institutions—such as Oberlin College, Wesleyan University, and Stanford University—and other schools not so much in the national spotlight—such as Agnes Scott College, Mount Holyoke College, and Rensselaer Polytechnic Institute.

"There is a tone and attitude on these campuses that says, 'We understand we are involved in the process of education and that that process goes beyond books. . . . To learn, you cannot just be around people who think, look, and act like you,' " Mr. Beckham said.

"These schools take into account a student's background," he added. "They realize that some are more prepared than others and take on the responsibility to be cognizant of unpreparedness and do something about it."

The support the institutions provide, Mr. Beckham said, "is not only academic but psychological."

Yet today, when money is tight and costs are rising, colleges have "a tendency to balance off priorities" at the expense of affirmative-action and minority programs, according to Mr. Beckham.

Racial Tensions Reported

Officials and students at several institutions confirmed in recent interviews that race relations have become a campus issue again.

- At Brown University, black students have met with administrators to discuss a wide range of problems, including security issues and raising the number of minority faculty members, according to Kris Douglas, a junior who has been involved in the meetings. She said incidents on campus—bottle throwings and scuffles between students—have caused blacks to be concerned about their safety.

University officials acknowledge that there are fewer black faculty members on campus than there were a decade ago when black students occupied the main administration building to protest what they described as the university's failure to live up to previous commitments to increase the number of black faculty and students.

- At Bowdoin College, race relations is the "theme of the year" this year, according to Sammie T. Robinson, assistant director of admissions. Last year, race relations soured when students started a conservative newspaper, *The Bowdoin Patriot*, that attacked affirmative action.

The paper prompted black students to wonder "whether they should be here, whether they were wanted here," Mr. Robinson said. The students, he said, felt they "should have gotten more support from other students and the administration."

Bowdoin has only two black faculty members out of 106, a major reason the school has problems "attracting large numbers of blacks," he added.

- Last quarter, black groups on the Ohio State University campus, offended by what they called "racial slurs" appearing in the student daily newspaper, demanded and got a meeting with the director of the university's minority-affairs office, the university provost, the heads of the journalism school and the publications department, and editors of the student newspaper.

In addition to airing their views on the newspaper's alleged racism, they asked for expanded coverage of minority activities, an increase in the number of blacks on the paper's editorial staff, the university's publication board, and in university administration generally, and more scholarships for black journalism students.

- At Franklin and Marshall College, minority students held an open forum with the president after the number of black freshmen fell from 29 last year to 13 this year. The students wanted to know "where the institution stood" as far as hiring minority faculty members and recruiting more minority students, according to Donald K. Marsh, associate director of admissions and coordinator of minority recruitment.

"I don't believe we have the full complement of minority services we could have," he said. "I think more could be done. Probably more minority faculty and administrators, and more courses in the subjects minorities are interested in."

Of the school's 134 faculty members, only two are black, he said, noting that at one time there were five or six.

- At Williams College, black students are "satisfied, if not altogether happy with, the efforts the college has been making in recruiting and retaining" minorities and minority faculty, according to officials there.

"One of their major concerns" is the number of black faculty members—about nine out of more than 175, according to Michael Reed, assistant director of admissions and alumni relations.

The students are also concerned about financial aid, he said. Despite the school's policy of meeting 100 percent of demonstrated need, "the

sities (AASCU), the proportion of black high-school graduates going on to college dropped by 11 percent between 1975 and 1981.

The study also found that although the number of Hispanics in the college-age population grew rapidly during the same three-year period, swelling their college enrollment by some 50,000, the proportion of Hispanic high-school graduates going on to college dropped by 18 percent.

● The American Council on Education's Third Annual Status Report on Minorities in Education, released last November, also found that despite their increasing share of the college-age population, blacks and Hispanics have gained no ground as a proportion of those enrolled in or graduating from colleges.

Since 1976, blacks have registered a decreasing proportional share of enrollments at all postsecondary levels and have experienced losses in their proportional share of degrees earned at every level, the report said. The proportional share of degrees earned has leveled off for Hispanics at the baccalaureate and doctoral levels and declined in other areas.

The A.C.E.'s overview indicates that the few areas of higher education in which gains or steady growth have occurred for blacks since the mid-1970's are largely the result of increases in the number of black women attending. Said the report: "Black men registered significant decreases in degrees received at all levels."

● Enrollments in junior and community colleges have declined in the last two years—the first such declines in 20 years—by a total of 2.6 percent. Yet, school-district and college officials suggest that increasing numbers of blacks and Hispanics who do go to college are attending these less costly two-year institutions.

According to the AASCU study, 54 percent of Hispanic college students are enrolled in two-year public institutions; 41 percent of black students are enrolled in these schools; but only 35 percent of white students attend two-year institutions.

Yet, says the College Board in its new report, "Equality and Excellence: The Educational Status of Black Americans," students attending two-year colleges are much less likely than those who enroll at four-year institutions to eventually attain the baccalaureate degree.

● Enrollments in the nation's 109 historically or predominantly black colleges and universities—institutions that have graduated extremely high percentages of black leaders nationally and traditionally served as a resource for both low-income and educationally disadvantaged minority students—declined for the first time between 1980 and 1982. The total enrollment figure for these institutions inched upward slightly in 1983—mainly as a result of the increased admission of white students—but is still below the 1980 peak.

● All available data confirm that the difficulties blacks and Hispanics are encountering in college admissions during the 1980's continue at the graduate level. The proportion of black students enrolled in graduate school has dropped over the past five years from more than 6 percent to 4.2 percent. The Hispanic students' proportion has remained steady at about 2.5 percent despite their dramatic population growth.

According to the A.C.E. survey, nonresident aliens received more doctoral degrees during the five-year period than the combined total for all U. S. minority students. In the physical sciences, nonresidents received advanced degrees at a rate of almost three to one over U. S. minorities.

Stirrings of Protest

The reality behind such stark tabulations has begun to hit home for black students and faculty members on many college campuses, particularly at major private institutions in the Northeast, where the long-dormant protest impulse has stirred in recent months, producing sit-ins, rallies, and charges of institutional racism. *(See accompanying story on page 1.)*

"The ideology of racism originated in academe," said Asa G. Hilliard, professor of education at Georgia State University and former dean of the San Francisco State University school of education, before a student gathering at Stanford University recently.

At the same meeting, Mary Rhodes Hoover, head of the black-studies program at California State University-Long Beach, said that "black males are going down the tubes" because of their exclusion from the educational mainstream.

U. S. Civil Rights Commissioner and former Office of Education official Mary Frances Berry echoed that view at a meeting this month of the National Association for Equal Opportunity in Higher Education. "The black middle class is falling further and further behind whites and they are not catching up," she told the group of 300 educators from predominantly black colleges.

Citing U. S. Labor Department statistics, Ms. Berry said that both the numbers and the percentages of blacks holding managerial and professional positions "have been decreasing every year for the last four years."

In fact, the College Board report states that "unemployment rates and labor-force rates are strongly correlated with educational attainment for both blacks and whites." But for blacks, the study found, "marked differences in employability occur only for those with a college degree."

The Ford Foundation's Commission on the Higher Education of Minorities, in its final report in 1982, made a similar linkage between the attainment of a college degree and the economic well-being of minorities.

Said the commission: "Blacks, Chicanos, Puerto Ricans, and American Indians all suffer from powerlessness, and higher education is clearly one of the main routes whereby individuals can attain positions of economic and political power."

Ignoring the Future

Yet the higher-education community has seemed to many ill-prepared—or unwilling—to deal at a time of financial strain with the impact of heavy concentrations of black and Hispanic youths in the college-applicant pool.

"Higher-education analysts have systematically ignored the rapidly increasing percentage of minorities in American public schools, now 46 percent in Texas, 43 percent in California, and 32 percent in New York State," said Harold L. Hodgkinson, the former director of the National Institute of Education, in a 1983 report prepared for the National Commission on Student Financial Assistance and published by the National Institute of Independent Colleges and Universities.

The birth-rate decline that occurred from 1964 to 1978, he said, "was primarily a white and middle-class phenomenon."

The demographic data are so stark that Mr. Hodgkinson and other researchers suggest that in ignoring the growing black and Hispanic populations, higher-education institutions may be ignoring the nation's—and their own—future.

The two subgroups are growing at rates that are, respectively, three and five times that of the U. S. population as a whole. By the turn of the century, population experts predict, blacks and Hispanics will constitute a quarter of the U. S. population.

And, with the median age for both groups substantially below that of white Americans, experts say, the future strength of the U. S. work force—and the secure retirement of today's middle-aged worker—will increasingly rest on the skills and productivity of minorities.

"The dependency of middle-class white Americans on the success of minority youth in school and at work is just beginning," said Mr. Hodgkinson in his NIEOU study. "Of the 10 percent added to the current work force by 1990, close to half will be minority."

The number of workers paying for the pension benefits of each retiree, he added, has fallen from 17 in 1950 to about three today. "By 1990, he said, "the number will be less."

Populations Concentrated

A complicating demographic factor—for school systems as well as colleges—is the uneven geographic distribution of these youthful black and Hispanic populations.

According to the AASCU study, more than 65 percent of the nation's black population lives in only 12 states—California, Florida, Georgia, Illinois, Louisiana, Michigan, New York, North Carolina, Ohio, Pennsylvania, Texas, and Virginia. Almost 63 percent of Hispanic Americans live in just three states—New York, California, and Texas.

Yet, interviews with college and public-education officials in these states suggest that the college-enrollment data for minorities are no better—and in some cases are worse—in these locations than the national average. For example:

In California, the number of blacks and Hispanics entering institutions in the California State University System and the state's community colleges (which enroll more than 50 percent of the state's Hispanic and black high-school graduates attending college) declined significantly between 1980 and 1983.

State higher-education officials said overall enrollments at two-year colleges have declined because of financial problems stemming from the Proposition 13 tax initiative. Enrollment of recent Hispanic graduates fell by 16 percent—from 16,125 to 13,574—over the three-year period, and enrollment of blacks dropped 13 percent—from 10,405 to 9,023.

At institutions in the California State University System, Hispanic enrollment declined by 10 percent—

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average student can graduate with a $10,000 debt, and that's a real problem."

That is an "unacceptable level of debt" for most black students, he said, and "they don't think they'll have the resources to repay it."

Cuts in Programs

Leonard Haynes 3rd, vice president of Louisiana's predominantly black Southern University system, said he is concerned that important support mechanisms—such as tutorial, remedial, and counseling programs, and courses in learning strategies, study habits, and critical thinking—that have a direct impact on minority students' academic achievement are dwindling at some institutions.

In state legislatures and state boards, there is less commitment to fund remedial programs among those who contend that "academe is not in the business of developmental education, which is the responsibility of grades K-12," according to Mr. Haynes, the former director of the National Association of State Universities and Land-Grant Colleges' office for the advancement of public black colleges.

When outside funding for previously established programs dries up, universities are not following through and picking up the slack, according to Mr. Haynes and others.

Williams College, for example, dropped a premedical-studies program when an outside grant had been spent and private donations could not be found to cover the costs, according to college officials.

The program was a five-week summer institute for minority and first-generation college students interested in premedical studies. Courses included calculus, chemistry, and writing.

Faculty Shortage Ahead

But the problems of undergraduate training for blacks are part of a "pipeline" problem that will only exacerbate the shortage of black faculty in the years ahead, those concerned about the situation note.

Data suggest that although black college graduates have continued to enroll in professional schools, few are seeking advanced degrees in the arts, sciences, and engineering.

"If there are few blacks in the pipeline for the Ph.D. in these areas, how can we possibly recruit more black faculty members in the future?" the Rev. Theodore M. Hesburgh, president of Notre Dame University, asked during a meeting of the Council of Graduate Schools last December.

"I would wager that most graduate schools have fewer black students than during the first fervor some 10 years ago when many blacks began to graduate from college," he said. "Professional schools do somewhat better, since they offer a quicker road to upper-middle classdom through law, business, and medical practice, the same route that other minorities have taken."

"In virtually every field, what you find are 2, 4, or 6 percent of enrollments are black. Blacks are not only finishing high school at low rates, but at the other end of the pipeline the number of blacks in the professional ranks is down dramatically and slipping," according to Mr. Haynes of the Southern University system.

He said the country may be witnessing "the last wave of blacks finishing graduate and professional schools."

Few Advanced Degrees

"In 1981, just four years ago," he said, "there was only one black American who received a Ph.D. in computer science. At the same time, there were only six who earned degrees in math and 28 in the physical sciences."

"We're moving from a society resting on a motorcar to a society resting on the computer, and the number of blacks who have Ph.D.'s in that field is negligible," Mr. Haynes added. "Today, rather than one, there may be more than 10, but the number is still small and frightening."

Hiring Practices

Mr. Haynes also cited institutional hiring practices as a key reason for the paucity of black faculty members on college campuses.

"Even when minorities and women are well qualified and recommended, they are not appointed for the job," he said.

A study conducted last year by Southeastern Missouri State University researchers indicated, he said, that among 10,000 applicants for positions in college and university administration, search committees recommended women 40 percent of time and minorities 27.8 percent of the time. But such applicants were only chosen 17 percent and 10.6 percent of the time, respectively.

Student Aid By Race, Adjusted for Inflation

	1979	1983	Percentage Difference
All Schools:			
White	$1,189	$1,280	+ 7.9%
Black	1,946	1,854	– 4.7
Hispanic	1,464	1,554	+ 6.1
All Students, avg.	1,238	1,317	+ 6.4
2-Year Public:			
White	943	967	+ 2.5
Black	1,074	1,125	+ 4.7
Hispanic	870	752	– 13.6
All Students, avg.	950	968	+ 1.9
4-Year Public:			
White	878	934	+ 6.4
Black	1,779	1,654	– 7.0
Hispanic	1,276	1,301	+ 2.0
All Students, avg.	970	1,026	+ 5.8
All Private:			
White	2,032	2,348	+ 15.6
Black	2,844	2,790	– 1.9
Hispanic	3,238	3,092	– 4.5
All Students, avg.	2,147	2,421	+ 12.8

Source: Cooperative Institutional Research Program, UCLA, appearing in the report *Student Aid and Minority Enrollment in Higher Education*, American Association of State Colleges and Universities.

College-Going Rates of Blacks, Hispanics Dropping

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from 2,789 to 2,503 students—and black enrollment dropped by 20 percent—from 1,953 to 1,566.

- In Michigan, black enrollment in all colleges and universities has been declining as a percentage of total enrollment since 1976. In that year, the 19,900 blacks enrolled accounted for 4.2 percent of total enrollment; in 1984, the 16,202 blacks enrolled made up 3.2 percent of the total.
- At Ohio's public colleges and universities, the number of black males in the freshman class dropped from 6,123 in 1980 to 6,938 in 1983. Total black enrollment in undergraduate and graduate school dropped from 18,654 to 16,589 over the three-year period.

At the same time, black enrollment at Ohio's community colleges increased from 12,310 to 17,860.

- In New York, a state experiencing large population increases among both minority groups, the number of Hispanic students attending colleges in the state university system rose 11 percent between 1980 and 1982, but black enrollments fell by 4 percent.

Thomas Annas, associate vice chancellor for institutional research for the State University of New York System said the situation improved dramatically between 1982 and 1984, however. With 85 percent of the enrollments tabulated, he said, black enrollments appear to be up 13 percent and Hispanic enrollments up 20 percent.

- Although black and Hispanic enrollments have "been improving" at the University of Texas, Austin, they still represent only about 12 percent of the school's total enrollment, in a state in which 35 percent of the population belongs to one of the two minority groups. According to admissions officials, the school had 1,110 black students and 3,873 Hispanics in 1980; today, there are 1,582 blacks—3.29 percent—and 4,164 Hispanics—8.67 percent—out of a total student body of 47,900.
- In Pennsylvania, Donald K. Marsh, associate director of admissions and coordinator of minority recruitment at Franklin and Marshall College, alarmed when the number of blacks in the school's freshman class dropped by more than 50 percent this year, surveyed other small, private Pennsylvania institutions and found "there was only one" showing an increased enrollment of blacks.

Return of 'Benign Neglect'

"All of us acknowledge the ideal of integration," said the Rev. Timothy S. Healy, president of Georgetown University and chairman of the American Council on Education, at a joint meeting of the A.C.E. and the National Association of State Universities and Land-Grant Colleges last November, "but our zeal for keeping access open and for working at the integration of faculties has slipped. In some institutions it has disappeared."

Cuts and changes in student aid programs have undoubtedly affected the college-going rates for blacks and Hispanics, researchers say.

The AASCU study, for example, showed that over the last decade the median incomes of Hispanic and black families, as a percentage of white family income, have fallen by 26 percent and 55 percent, respectively.

Brown University's administration building was occupied in 1975, an era of frequent protests.

It also found that student aid paid a smaller share of costs for black students in 1983 than in 1978, and that over the same period "white students increased their use of student aid to a greater degree than did minority students.

During the same period, college costs grew by about 10 percent annually; this year, costs at private colleges average $9,000 and those at public institutions average $5,000.

But many feel that what the Ford Foundation commission characterized as the "benign neglect or indifference" of some educators may be as important a factor as increased costs and declining aid in the enrollment slide.

Minority groups no longer have the leverage of societal pressure to force expansions in minority recruitment and institutional aid programs, said Southern University's Mr. Haynes.

That underlying attitudinal change—what one study calls a national "mood shift"—is compounded by financial exigencies on campus and the need to respond to education-reform goals that place "excellence" above equity.

"I think a lot of schools take the easy way out now and go back to traditional areas of recruiting—the suburban, middle-class white," said Karl Furstenberg, dean of admissions and financial aid at Connecticut's Wesleyan University.

Failures of the 1960's

Reginald Wilson, director of the American Council on Education's office of minority concerns, attributes part of the current slow-down in minority-recruiting efforts to the backlash created by attempts in the 1960's and 70's to "literally drag minority kids off the streetcorner and put them in college."

"Students were brought in at the academic margin, without much thought given to how they could adjust," said Sammie T. Robinson, the assistant director of admissions at Maine's Bowdoin College. "A lot dropped out, returned home, or transferred—the attrition rate was quite high."

The nationwide movement for higher admissions standards, which has reached all the way to the community-college level in some states and touched such public institutions as Ohio State University, which formerly required only residency and a high-school diploma, has reduced the pool of black and Hispanic students eligible for college, many educators say.

But others charge colleges with using what one black educator calls "the smokescreen of higher standards" as an excuse for not bolstering minority enrollments.

The C Student

Colleges "all want that five percent" of minority students who rank at the top of their class, said James Evans, administrative assistant for guidance in the Detroit school system. "Five years ago, when they had support systems, they'd say, 'Give us the C students and we'll take care of the rest.' Today, nobody is asking for the C student."

Samuel M. Kipp, a research specialist for the California Postsecondary Education Commission, said the University of California System's stringent entrance requirements leave only 3.6 percent of the state's black high-school graduates and 4.9 percent of Hispanic graduates even eligible for admission, compared with 15.5 percent of white students and 26 percent of Asian-Americans.

Only 10.1 percent of blacks and 15.3 percent of Hispanics are eligible for admission to the California State University System, he said, compared with one-third of white and half of Asian-American graduates.

These statistics suggest, Mr. Kipp said, that California educators are "sitting on a time bomb."

Taking Risks

College admissions officers say they continue to "take risks" on borderline minority students, but many, like Michael Reed, assistant director of admissions and alumni relations at Williams College, say there is a point beyond which the risk is counterproductive. "We don't want to take too many below what we think is the survival threshold," according to Mr. Reed.

But the uncertain financial-aid picture, clouded each year by proposals by the Reagan Administration to eliminate programs and impose ceilings on the amount students can receive, is causing even the academically able minority student "to pause in deciding whether to go into higher education," said Mr. Haynes.

While less than 10 percent of white Americans live below the government's official poverty line, one-third of black Americans and 27.2 percent of Hispanic Americans do.

Yet, according to the AASCU study on student aid and minority enrollment, aid to white students between 1978 and 1983 increased by a greater percentage than aid to either minority group. In fact, aid to black students decreased by 4.7 percent during the five-year period.

The study attributed the differential to the fact that whites in general attended more expensive institutions and the bulk of federal aid programs shifted during the period from entitlements to loans that largely benefited middle-income families.

Low-Cost Institutions

Barry Beckham, professor of English at Brown University and editor of *The Black Students' Guide to Colleges*, said minority students are not "getting the message that aid is available" and that their parents "panic" when they see the price tag of a college education.

"The parents did not go to college," he said. "They are often blue-collar workers who ask how in the world their kids can go to college when expenses are $15,000 per year, which is as much as they made last year. They question it, even though they just sat down with a financial-

Tracking the Situation: 'We Just Don't Have Adequate Data'

Many of the recent studies on the status of minorities in higher education contain a caveat about the incomplete, incompatible, or simply inadequate data available on the subject.

From the 1982 final report of the Ford Foundation's Commission on the Higher Education of Minorities: "Most sources of data used in this project were seriously flawed; in certain instances, data pertaining to a given issue were simply not available."

From the American Council on Education's 1984 Third Annual Status Report on Minorities in Higher Education: "We do *not* now have enough facts at hand to learn what happens to minority groups in American education."

Results Skewed

Researchers in the field complain, for example, that few studies break the figures for Hispanic students into such sub-groupings as Cuban-Americans, Mexican-Americans, and Puerto-Rican Americans, even though the subgroups vary widely in income levels, cultural influences, family life, and other factors that may skew the aggregate statistical results.

Others charge that the inclusion of Asian-Americans in overall school data for minorities often masks the depth of the educational problems encountered by blacks, Hispanics, American Indians, and others. As a senior research scientist from the Educational Testing Service put it at this month's annual meeting of the American Educational Research Association, because of their uniformly high academic achievement "Asians have been made honorary whites in most statistical analyses."

Effort Seen Waning

But what most worries researchers and others concerned about the status of minorities in education is the sense that society's effort to monitor the situation is winding down.

"What many of us in the education community have felt is that there is not a strong desire to have racial-ethnic data published because it could easily refute the Reagan Administration's contention that it is doing a decent job with respect to minorities," said one minority-affairs officer at a Washington-based higher-education association.

In fact, publication of the only comprehensive national information on postsecondary enrollments—the National Center for Education Statistics' campus-by-campus data with racial-ethnic breakdown, collected biennially through the center's Higher Education General Information Survey (H.E.G.I.S.)—has been running so far behind schedule in recent years that, according to many college officials interviewed, it is no longer useful as a monitoring device.

Moreover, recent news reports indicate that the Administration has proposed making sharp reductions in all government data collection, requiring that all federal agencies justify to the Office of Management and Budget that all such statistical compilations are "essential to their mission," not duplicated by private sources, and cost-effective.

Data Collection 'Burdensome'

Already, the O.M.B. has ordered the Department of Housing and Urban Development and the Veterans Administration to stop keeping track of the racial and ethnic characteristics of benefit recipients because, as an O.M.B. spokesman told *The Washington Post*, some required forms were "burdensome" and others "were not consistent."

Last fall, the Council of Chief State School Officers and the NAACP Legal Defense Fund criticized the U. S. Education Department's office for civil rights for delaying the distribution of the government's biennial civil-rights survey of school districts and for making changes in the survey that, they contend, will make its results less useful. *(See Education Week, Sept. 2, 1984.)*

Similar charges have been leveled by civil-rights groups at the O.C.R.'s monitoring of the progress of 17 states in meeting the requirements growing out of a 1982 U. S. Supreme Court ruling requiring them to integrate their systems of higher education.

But the decline in the close monitoring of minority educational attainment extends beyond the federal level and includes local schools and school systems—places where previously a feel for the progress minority graduates were making through the educational pipeline was considered a necessary gauge for assessing overall effectiveness.

Officials in some of the nation's largest districts, including New York, Los Angeles, and Philadelphia, said this month that they do not collect data on how many of their minority graduates go on to postsecondary education.

Importance of Data

Yet, said Milton Binns, senior associate at the Council for Great City Schools, "If school districts are to have a clear understanding of what improvements are being made or need to be made," gathering data on college-going rates must be "an integral part of strategic planning."

He said some districts—such as Atlanta, Boston, and Milwaukee—have made great strides in using college-going rates as indicators of school improvement. Others, he said, have not adequately linked those rates with their reform goals.

Of the districts that do track college-going rates, some collect "questionable" data, he added. They ask students what college they intend to go to but do not check to see if the students actually enroll or how well they fare in college. "There is often no follow-up," said Mr. Binns.

—S.R. & J.R.S.

aid officer who explained everything. They wonder: 'Why can't Joe just go to one of those computer schools, which are hot.'"

The impulse to channel black and Hispanic students toward vocational training rather than four-year colleges, is not limited to financially strapped parents, however.

A recent University of Chicago study prepared for the Illinois Senate concluded that, instead of promoting upward mobility, the predominately minority Chicago school system "reflects and sometimes reinforces the underlying inequities of the society of metropolitan Chicago."

In particular, the report showed that poor and minority students in Chicago, partly by virtue of the residential segregation that clusters them in areas with the fewest resources, tend to be "channeled" into community colleges and the least selective four-year institutions.

"For students in minority neighborhoods in Chicago, the black community colleges serve as segregated neighborhood colleges strongly connected with a system of separate and unequal education that proceeds from elementary school through college," the study said.

Gary Orfield, the professor of education and political science who directed the study, said low-income and minority students tend to be in schools and districts where curricula are inadequate and the school environment itself is a deterrent to college.

"Only a fraction of those schools offer a college-preparatory program," he said. Moreover, the schools "don't have physics teachers, foreign-language teachers, don't give entrance exams. There is inadequate counseling, large class sizes, fewer teachers with advanced degrees, most of whom came out of colleges that have least competitive student bodies."

Linda Darling-Hammond, senior social scientist at the Rand Corporation and author of the recent College Board report on blacks in higher education, found that high numbers of black high-school students are not taking the courses that will enable them to succeed in—or even enter—college.

In 1981, black students took fewer years of advanced coursework in mathematics, physical sciences, and social studies than their white peers. While they were as likely to study at least three years of mathematics, "they were much less likely to have taken algebra, trigonometry, or calculus," Ms. Darling-Hammond said. "Their years of coursework must have been concentrated in areas like general math or business math."

Some 35 percent of Hispanic high-school students nationwide are enrolled in vocational education courses, according to a report from the Hispanic Policy Development Project released last December. Another 40 percent are enrolled in the general-education track. By the time they graduate, Hispanic students have taken fewer academic courses than any other student group, the study noted.

Though the high-school dropout rate for blacks has improved steadily since the end of the last decade, for both blacks and Hispanics the rate is still high. According to the final report of the Commission on the Higher Education of Minorities, the dropout rate for blacks is about 28 percent, compared with a 17 percent rate for whites. Some 45 percent of Mexican-American and Puerto Rican students never complete high school, and this attrition begins in junior high, the report noted.

Poor Attitudes

Many observers suggest that both the dropout problem and the low college-going rate for these minorities are rooted in personal attitudes that are extremely negative.

Unpublished data from the 1983-84 National Assessment of Educational Progress provide new evidence to support this belief.

According to Richard P. Duran, associate professor in the University of California at Santa Barbara's graduate school of education, the data show that many minority students begin to take a dim view of their chances of finishing high school and attending college as early as the 4th grade.

"More emphasis has to be placed on boosting students' self-esteem; there needs to be encouragement, role models, and proper guidance," according to Mr. Beckham.

"The problem is frightening," said Mr. Orfield. "In this era of economic transformation, there will be no jobs for people without skills. Yet it is almost impossible for most black and Hispanic students, who make up 85 percent of students in Chicago, to get ready to go to college and get the higher-order skills that lead to better jobs."

G.A.O. Completes Asbestos Report

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G.A.O. said that local, state, and E.P.A. officials interviewed for the study recommended:

- State certification programs for asbestos contractors and consultants;
- The creation of an independent governmental unit, with a cadre of trained inspectors, to monitor and inspect abatement actions;
- The provision of better technical guidance and assistance to school districts, including more information about asbestos hazards and remedies;
- The establishment of a definitive standard to identify when asbestos is hazardous enough to be abated (a standard that the E.P.A. has refused to provide in the past); and
- An increase in federal funds for abatement activities.

The E.P.A. is currently developing a model state program for certifying contractors and contractors' employees, as well as guidelines for districts to use in determining a contractor's ability to abate asbestos hazards. However, the program will not certify consultants and will not be mandatory for states.

The agency is also updating its technical-assistance documents about asbestos-related problems. Some 50 percent of the E.P.A.'s regional staffs, 70 percent of school-district officials, and 85 percent of state officials surveyed did not believe that those documents provide sufficient information in and of themselves to make decisions about asbestos problems.

The E.P.A. is also increasing its technical-assistance staff from 10 in fiscal 1984 to 23 in fiscal 1985 and is increasing its financial commitment to the American Association of Retired Persons, which will hire and train technical advisers, from $500,000 in fiscal 1984 to $1 million in fiscal 1985.

In addition, the agency has established three information and training centers about asbestos—at the Georgia Institute of Technology, Tufts University, and the University of Kansas. The centers will provide courses for asbestos-abatement workers, for those who must make policy decisions about asbestos, and for the general public.

Limitless Needs

Meanwhile, the agency is sorting through some 1,090 applications for the asbestos-abatement funds available under the Asbestos School Hazard Abatement Act, which was passed by the Congress last year.

According to Michael M. Stahl, who is running the loan and grant program, the applications describe some 7,900 individual abatement projects in 4,800 schools.

Applications are being divided into six categories, based on the degree of hazard posed by the asbestos in the school buildings, Mr. Stahl said. In the top hazard category alone, which includes between 1,100 and 1,200 abatement projects, the cost of the abatement work exceeds $70 million.

On-Site Inspections

Mr. Stahl said the agency now is verifying the data in the applications and is "not close" to having a total dollar figure for the amount of money requested by schools.

The agency has not yet decided whether it will ask the Congress for additional money under the law, he said. The Congress and President Reagan authorized the expenditure of $600 million over seven years for grants and loans to help schools abate asbestos problems.

The new program was intended to cover half of the $1.2 billion that the federal government had anticipated asbestos-abatement projects in schools would cost nationwide. That figure has now increased to about $3 billion, according to the most recent E.P.A. estimates.

Between April 15 and May 3, members of the E.P.A.'s regional offices will conduct on-site inspections of projects described in the applications, especially those in the top hazard category, Mr. Stahl said. He added that if a school is not inspected, "it doesn't mean they're not getting funded."

The agency hopes to announce the awards by June 6.

Lawmakers Approve Increases in Education Aid

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loan. The money will be distributed to localities in grants for the construction and renovation of school buildings.

MISSISSIPPI

Nearly 65 cents out of every dollar in Mississippi's general-revenue fund will be used to support education in fiscal 1986, according to C. Jack Gordon, chairman of the legislature's Senate Education Committee.

The legislature, which adjourned last week, approved approximately $588 million in state spending for education in grades 1-12; $60 million for two-year colleges; and $165 million for institutions of higher education, Senator Gordon said. Last year's education budget totaled $564 million.

Last month, the legislators overturned a gubernatorial veto and passed a three-year, $4,400 pay raise for the state's teachers to end a series of wildcat strikes. *(See Education Week, March 27, 1985.)*

Legislators also approved Gov. William A. Allain's proposal to create a trust fund for elementary, secondary, and vocational education, financed with taxes on oil and gas found on state-owned property.

The Governor proposed the fund because tax revenue previously slated to support the Education Reform Act of 1982 was channeled into other state operations during the recent recession, and the Governor feared that pattern would continue unless a special education fund was set up, according to an aide. Voters will have to pass a constitutional amendment in the next election before the fund can be established.

The education budget for the coming year includes $10 million to fund reading aides in grades 1 through 3 and $5 million to fund optional, full-day kindergarten programs, both of which are required under the Education Reform Act.

But lawmakers voted to put off indefinitely the consolidation of schools and districts that was called for under the act. Senator Gordon said that a plan from the state's Education Finance Commission to reduce the number of districts from 154 to 92 created too much controversy and that the legislature decided consolidations could best be handled during the school-accreditation process.

Legislators also voted to create a school for students who are gifted and talented in mathematics and science at a cost of $496,000 in fiscal 1986. Governor Allain was expected to veto that bill.

The Governor's proposal that the state require criminal and background checks for child-care employees passed in the Senate but died in the House, according to Senator Alan M. Heflin, a member of the public health and welfare committee.

NORTH DAKOTA

The North Dakota Legislature concluded its biennial session this month after approving two major education-related measures and defeating three new proposals.

The legislature approved a $418-million appropriation for elementary and secondary education in the 1985-87 biennium, according to Joseph C. Linnertz, a spokesman for State Superintendent Wayne Sanstead. This represents a 7.2-percent increase over the 1983-85 appropriation.

The appropriation fell midway between the $411-million request of George Sinner, the state's new Democratic Governor, and the $425-million proposal of the outgoing Republican governor, Allen I. Olson.

The legislature also approved money to fund a new position for a state-level coordinator of chemical-abuse education in the schools. Lawmakers provided $150,000 for the post, which will be part of the state department of public instruction. The coordinator will work with other state agencies on developing a plan for drug- and alcohol-abuse education.

A number of bills were roundly defeated, including a proposal by Governor Olson to create eight regional technical-assistance centers for schools. The centers would have replaced the existing 53 county-level school superintendents' offices. The proposed bill was defeated 93 to 5.

Lawmakers also voted down a measure to increase the number of school days per year from 150 to 185.

Another proposal that was introduced by Governor Olson would have created an inservice-training center for administrators. It was defeated by a vote of 100 to 1.

"There was an across-the-board feeling that with only x number of dollars, the legislature would rather put the money into programs we have now than spread too few dollars too thin," Mr. Linnertz said.

Coordinated by Anne Bridgman, with reporting by Linda Chion-Kenney, Lynn Olson, Sheppard Ranbom, and Pamela Winston.

Industry Urged To Supply Day Care

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man-La Roche Inc., in New Jersey, said the benefits to companies that provide such services include reduced absenteeism and employee turnover, an improved ability to attract and retain skilled labor, and improved productivity and employee relations.

Calling day care "the issue of the 1980's," Mr. Silverman said corporations may find it more costly in the long run to ignore the need.

Arnold Hiatt, president and chairman of the board of Stride Rite Corporation, which has provided on-site day care for 14 years, agreed. Stride Rite spends $4,000 a year on each child in its day-care facility, he said. In comparison, the state of Massachusetts, where the corporation is located, spends $29,000 a year to keep a teen-ager in a juvenile-detention center.

"Day care is a right that every child is entitled to," Mr. Hiatt said. "It should be a constitutional right."

About 1,800 of the nation's 6 million corporate employers now provide day care for their employees, according to Dana Friedman, senior research fellow for the Conference Board, a New York-based research organization whose members are corporations.

Schools' Place

Although conference participants failed to reach a consensus on the role of the public schools in providing day care, they agreed that schools should be utilized to some extent to help fill the growing need for child care.

Ms. Friedman pointed out that school-sponsored child care is "worth considering" since schools are easily identifiable and generally seen as trustworthy. But she noted that parents in rural communities are more likely to view schools in a positive light than parents in urban areas.

Governor Clinton suggested that schools serve as one among many providers of child care, with employers, community groups, churches, and other groups providing other facilities.

Governor Kean agreed. "No single sector of society can do this alone," he said. "Working together, this is a problem that can and will be solved."